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A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth. Appendix to Second Interim Report.

Center for Vocational Arts, Norwalk, Conn.; New York Univ., N.Y. Center for Field Research and School Services.

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Identifiers- *Center for Vocational Arts, Connecticut, Norwalk

This document is an appendix to the second interim report, "A Pilot Project to Develop a Program of Occupational Training for School Alienated Youth," VT 007 457. Included are the complete reports of the 1967-68 evaluation done by the Office of Field Research and School Services, New York University: (1) A Comparative Study of the Perception of the School by the Students, (2) How Students at the Center for Vocational Arts See Themselves and (3) People Do Change: Case Study Reports on the Students. The reports indicate that the Center for Vocational Arts is rebuilding academically and personally defeated students who were simply not making it in the traditional school. The case studies show the students to be upward bound due to being understood, with a curriculum they can master, with a work-oriented training program leading toward a salable skill, and with counselors, instructors, administrators, and a community working with and for them. (MM)

A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH.

THE CENTER FOR VOCATIONAL ARTS,
NORWALK, CONNECTICUT

RESEARCH REPORTS - 1968

Appendix to

Second Interim Report

Project No. 5-0005

OFFICE OF FIELD RESEARCH AND SCHOOL SERVICES
NEW YORK UNIVERSITY

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SEPTEMBER 1, 1968

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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A PILOT PROJECT TO DEVELOP A PROGRAM OF OCCUPATIONAL TRAINING FOR SCHOOL ALIENATED YOUTH

Appendix to Second Interim Rep

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THE CENTER FOR VOCATIONAL ARTS,

NORWALK, CONNECTICUT

Conducted Cooperatively By:

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RESEARCH REPORTS - 1968

UNDER THE DIRECTION OF WILLIAM D. WILKINS
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September 1, 1968

The New York University Team wishes to acknowledge the very great help and cooperation received from the professional staff of C.V.A. This is noted elsewhere, highlighted here. We have appreciated, too, the gracious assists from the secretarial staff. Again, too, we wish to acknowledge, gratefully, the many positive contributions of Mr. Forrest Parker, who makes our work at C.V.A. a pleasure.

The following reports are presented:

1. A Comparative Study of the Perception of the School by the Students 1967-1968
   The Center for Vocational Arts — 22 pages

2. How Students at the Center for Vocational Arts See Themselves — 23 pages

3. People Do Change: Case Study Reports on the Students 1967-1968
   The Center for Vocational Arts — 24 pages

A COMPARATIVE STUDY OF THE PERCEPTION OF THE SCHOOL BY THE STUDENTS 1967-1968 THE CENTER FOR VOCATIONAL ARTS

Norwalk, Connecticut

Adrienne Beaulieu

Dr. John Linhardt

Dr. William Wilkins

Research Report Number One

New York University, 1968

PERCEPTION OF THE SCHOOL BY THE STUDENTS

This section of the report discusses the differential perception of CVA in 1967 and 1968. Students in each of these years were asked to respond to questions like the following:

What should students get out of the CVA Program?

What do you like most about the CVA?

What don't you like about the CVA?

What happened to you in the CVA that was nice?

How can we make the CVA Program better?

What do the counselors do at CVA? What sort of things did the counselors do for you? (1968 students only)

As noted in the reports of last year, some details of which are found here, the Center for Vocational Arts was perceived in a very favorable light in 1967 by the students.[1] How does it stack up in 1968? The students' responses for 1968 are shown in Table 1 through 10, while comparisons of the 1967 and 1968 responses are presented in Tables 11 through 16. These are discussed in the pages following the tables.

[1]Interim Report and Statistical Evaluation, Norwalk, 1967.

TABLE 1

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT SHOULD STUDENTS GET OUT OF THE CVA PROGRAM - 1968

Rank	Response	N
1	A Job or Trade, Vocational Job Training	83
2	Better Education, High School Diploma	63
3	Self-knowledge, Self-improvement	43
4	To See What Life is Like; A Little Experience	2
6	Everything they want	1
6	The Training That They Came For	1
6	More Help From Teachers	1
	No Answer	9

TABLE 2

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DO YOU LIKE MOST ABOUT THE CVA? - 1968

Rank	Response	N
1	Teachers Don't Push; You Work at Your own Speed	38
2	The Teachers	35
3	Coffee and Smoking Breaks	23
4	Shops	20
5.5	Counselors	17
5.5	Flexible Hours	17
7.5	Training for a Trade or Work	7
7.5	Freedom	7
9	The School in General	6
10	Everything	4
11	Other Students	3
13.5	Diploma	2
13.5	Area I like	2
13.5	Making own Decisions; Being Treated Like an Adult	2
13.5	Playing Softball in the Morning	2
17	You Get to Work on Your Own Car	1
17	Not So Hard as Other Schools	1
17	Special Tutors When Needed	1
	No Answer	8

TABLE 3

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DON'T YOU LIKE ABOUT THE CVA? - 1968

Rank	Response	N
1	Nothing	34
2	Teachers, Teaching Methods	15
3	Administration, Programming, Advisement	12
4	Counselors	11
5	Curriculum	9
6	Structure	6
7.5	Unfavorable Publicity About Dropouts	5
7.5	Building Facilities	5
9	Not Enough Girls	2
10	Miscellaneous: Areas Compete With One Another, Secretary in the Office, No Cigarette Machine, These Questions We Have to Answer, Too Far From Home, Don't Know	1
	No Answer	34

TABLE 4

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT HAPPENED TO YOU IN THE CVA PROGRAM THAT WAS NICE?

Rank	Response	N
1	Nothing	36
2	Vocational Training and Education	20
3	Improved Social Life	19
4	Have a Better Feeling About Myself	16
5	Got a Job	14
6	Teachers and Counselors	8
7	Changed Attitude Toward Education	7
8	Miscellaneous: Have More Fun, Can Sleep in the Morning, Helped With My Parole; Class Went to Flower Show; Get Out of School in Shorter Time Than Other Schools	1
	No Answer	29

TABLE 5

DISTRIBUTION OF RESPONSES TO THE QUESTION: HOW CAN WE MAKE THE CVA PROGRAM BETTER? - 1968

Rank	Responses	N
1	Building Facilities and Equipment	23
2.5	Nothing It is Alright	16
2.5	Administration and Programming	16
4	Curriculum	14
5	Provide More Activities	12
6	Teachers, Teaching Methods	9
7	Structure	7
8	Employ More Staff	6
10	Improve Publicity	3
10	Improve Cafeteria	3
10	Don't Know	3
12.5	More Girls	2
12.5	Build More CVA's	2
14.5	More People Like You	1
14.5	Counselor	1
	No Answer	45

TABLE 6

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DO THE COUNSELORS DO AT CVA? WHAT SORT OF THINGS DID THE COUNSELORS DO FOR YOU - 1968

Rank	Responses	N
1.5	Help in General	31
1.5	Help in Finding and Getting Jobs	31
3	Help with School Work and Shop	23
4	Help by Being Available, Interested, Friendly	16
5	Help in Direction of Life, Self Improvement	15
6	Talk Over Personal Problems	11
7	Motivation	10
8.5	Nothing	4
8.5	Not Much	4
10	Miscellaneous: help you get working papers among many things; program studies; arranged for me to go to CVA; help you go to college if you are interested	1
	No Answer	10
	Question Marks	3
	Anything	1
	Comments About How the Counselors do their Work	15

TABLE 7

ATTITUDES TOWARD CVA PROGRAM - 1968

Attitude	N	%
Very Pleased	57	41
Pleased	59	43
Not Sure	21	15
Disappointed	2	1
Very Disappointed	-	-
	139	

TABLE 8

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT ABOUT THE TEACHING AT CVA? BETTER, WORSE, ABOUT AVERAGE? - 1968

Rating	N	%
Better	91	66
About Average	43	31
Worse	5	
	139	

TABLE 9

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHICH SCHOOL SUBJECTS HAVE BEEN MOST USEFUL HERE AT CVA? - 1968

Rank	Subject	N
1	Math	87
2	English	80
3	Science	12
4	History	5
5	Reading	2
6	Social Studies	1
	No Answer	4
	Vocational	26

TABLE 10

DISTRIBUTION OF RESPONSES TO THE QUESTION: WHICH SCHOOL SUBJECTS HAVE BEEN LEAST USEFUL HERE AT CVA? - 1968

Rank	Subject	N
1	Science	58
2	History	55
3	English	20
4	Social Studies	15
5	Math	13
6	None	3
	No Answer	11
	Vocational	3

TABLE 11

1967 - 1968 COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT SHOULD STUDENTS GET OUT OF THE CVA PROGRAM?

Response	1968 Rank	1968 N	1967 Rank	1967 N
A Job or Trade, Vocational Job Training	1	83	1	68
Better Education, High School Diploma	2	63	2	64
Self-Knowledge, Self-improvement	3	43	3	8
To See What Life is Like: A Little Experience	4	2	-	-
Everything They Want	6	1	4	7
The Training That They Came For	6	1	-	-
More Help From Teachers	6	1	-	-
More Than They Are Getting	-	-	5	1
No Answer		9		9

TABLE 12

1967 - 1968 COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DO YOU LIKE MOST ABOUT THE CVA?

Response	1968 Rank	1968 N	1967 Rank	1967 N
Teachers Don't Push: You Work at Your Own Speed	1	38	2	22
The Teachers	2	35	1	27
Coffee and Smoking Breaks	3	23	5	12
The Shops and Machines	4	20	3	19
Short, Flexible Hours	5.5	17	6	11
Counselors	5.5	17	-	-
Not Many Rules, Freedom	7.5	7	4	17
Training for a Trade or Work	7.5	7	-	-
The School	9	6	9.5	5
Everything In General	10	4	12	3
The Students	11	3	14.5	1
Learning What You Want	13.5	2	9.5	5
Diploma	13.5	2	-	-
Making Own Decisions: Being Treated Like an Adult	13.5	2	-	-
Playing Softball in the Morning	13.5	2	-	-
You Get to Work on Your Own Car	17	1	-	-
Not So Hard As Other Schools	17	1	-	-
Special Tutors When Needed	17	1	-	-
Teaching Methods	-	-	7.5	7
Learning to Get A Job	-	-	7.5	7
Work and Go to School at the Same Time	-	-	11	4
Don't Know	-	-	13	2
Trips	-	-	14.5	1
No Answer		8		14

TABLE 13

1967 - 1968 COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT DON'T YOU LIKE ABOUT CVA?

Responses	1968 Rank	1968 N	1967 Rank	1967 N
Nothing	1	34	1	28
Teachers, Teaching Methods	2	15	2	12
Administration, Programming, Advisement	3	12	-	-
Counselors	4	11	-	-
Curriculum	5	9	5	7
Structure	6	6	3.5	11
Unfavorable Publicity About Dropouts	7.5	5	-	-
Building Facilities	7.5	5	-	-
Not Enough Girls	9	2	-	-
Areas Compete With One Another	12.5	1	-	-
Secretary in the Office	12.5	1	-	-
No Cigarette Machine	12.5	1	-	-
These Questions We Have to Answer	12.5	1		
Too Far From Home	12.5	1		
Don't Know	12.5	1	9	1
Not Enough Tools, Equipment Didn't Work, No Electricity	-	-	3.5	11
The People at CVA Including Other Kids	-	-	6	6
Not Enough Help With School Work	-	-	7	3
Filling Out Job Sheets	-	-	9	1
Testing	-	-	9	1
No Answer		34		37

TABLE 14

1967 - 1968 COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: WHAT HAPPENED TO YOU IN THE CVA PROGRAM THAT WAS NICE?

Responses	1968 Rank	1968 N	1967 Rank	1967 N
Nothing	1	36	1	22
Vocational Training and Education	2	20	2	19
Improved Social Life	3	19	5.5	6
Have a Better Feeling About Myself	4	16	-	-
Got a Job	5	14	4	9
Teachers and Counselors	6	8	7	5
Changed Attitude Toward Education, School	7	7	3	11
Miscellaneous: Have More Fun, Can Sleep in the Morning, Helped With My Parole; Class Went to the Flower Show; Get Out of School in Shorter Time Than Other Schools	8	1	-	-
Coming to CVA	-	-	5.5	6
Teachers Didn't Push or Force You to Work	-	-	8	2
No Answer		29		39

TABLE 15

1967 - 1968 COMPARISON OF DISTRIBUTION OF RESPONSES TO THE QUESTION: HOW CAN WE MAKE THE CVA PROGRAM BETTER?

Responses	1968 Rank	1968 N	1967 Rank	1967 N
Building Facilities and Equipment	1	23	1	18
Nothing; It is Alright	2.5	16	2.5	17
Administration and Programming	2.5	16	4	13
Curriculum	4	14	8.5	1
Provide More Activities	5	12	2.5	17
Teachers, Teaching Methods	6	9	6.5	2
Structure	7	7	5	9
Employ More Staff	8	6	-	-
Improve Publicity	10	3	-	-
Improve Cafeteria	10	3	-	-
Don't Know	10	3	-	-
More Girls	12.5	2	8.5	1
Build More CVA's	12.5	2	-	-
More People Like You	14.5	1	-	-
Counselor	14.5	1	-	-
Discontinue the School	-	-	6.5	2
No Answer		45		41

TABLE 16

ATTITUDES TOWARD CVA PROGRAM

COMPARISON 1967-1968

Attitudes	1968 N	1968 %	1967 N	1967 %
Very Pleased	57	41	34	39
Pleased	59	43	39	45
Not Sure	21	15	9	10
Disappointed	2	1	3	4
Very disappointed	-	-	2	2
	139		87	

The tables give a partial answer to the questions raised but the answers are complicated by several considerations which limit, to some extent the exactness of the answers.

Although comparable data are available for both groups (Tables 11, 12, 13, 14, 15 and 16) several factors limit their use.

The subjects of each year's survey are not clearly defined groups; they are neither mutually inclusive nor mutually exclusive. Consequently both groups are made up of students in various stages of the CVA program. Forty-eight percent of the 1967 group enrolled in the program between October 1965 and June 1966 and 52 percent enrolled from September to December of 1966. With the exception of the four who were graduated in June of 1967 and any who may have dropped out of the program, the 1968 group includes the students of the 1967 group plus those who have enrolled from December of 1966 to May of 1968. This factor would seem to eliminate using these data as a basis for categorical statements attributing length of stay in the program to attitudes toward the program.

In addition to this limitation there is the problem presented by the vocabulary or choice of words of the respondents. For example in response to the question: What should students get out of the CVA program? is there an intentional distinction on the part of the students who responded "education" and those who replied "high school diploma"? In 1967 high school diploma ranked first with 42 responses and education ranked third with 22 responses

making a total of 64 responses relative to education. In 1968, education ranked second with 40 responses while high school diploma ranked third with 23 responses, making the total responses relative to education 63.

Likewise the responses, "job or trade," "vocational certificate," and "vocational job training," possibly have quite similar connotations for the student. The upshot of this is that were these responses listed separately in order of rank, they would present a difference that is apparent rather than real. Compare the following listing with that shown in Table 11.

	1968		1967	
	Rank	N	Rank	N
A Job or Trade	1	72	5	16
Better Education	2	40	3	22
High School Diploma	3	23	1	42
Vocational Job Training	5.5	11	2	32
Vocational Certificate			4	20

Finally, it should be kept in mind that the students were not requested to state their responses in any order of preference and multiple responses, of which there were many, were tabulated.

It would seem that although the data obtained and the method of reporting does not lend itself to a strict quantitative comparison something can be gained through examining the quality or types of responses gathered for the two groups.

The most cursory glance at the tabulations shows the responses of the 1968 group to be more varied than in 1967. This diversity is evident not only in the incidence of remarks more specifically relative to the several areas of interest, but also in the introduction of comments about topics or factors not touched upon by the 1967 group. Further inspection of the obtained data seems to suggest that in the 1968 responses there is a sophistication and maturity that is lacking in the 1967 responses; there is a proportionately greater number of responses directly related to the aims of the program; there is a movement toward greater self awareness; and there are the beginnings of a better understanding of the place in the program of the different members of the staff.*

Based on the assumption that responses related to the goals and purposes of the CVA require greater discernment than those about the more peripheral elements of the program, it appears that the responses of the 1968 group are a little more sophisticated than those of the 1967 group. Inspection of Tables 11, 13, 14 and 15 reveals that excluding the "nothing" responses the 1967 group has proportionately more responses relating to the periphery of the program or responses

*Although the questionnaires and interviewing were done by senior staff from N.Y.U.: Beaulieu, Banks, Linhardt and Wilkins with the addition of Bernard Talle, we wish to acknowledge the assistance of the administrators, teaching and counseling staff, and the students. These detailed data could not have been gathered without this fine cooperation.

so general in wording so as to elude interpretation. "Everything they want," "more than they are getting," "the people at CVA including other kids," "these questions we have to answer," "testing," "filling out job sheets," "girls," "cigarette machine," "provide more activities," "discontinue the school," "coming to CVA," are representative of this type response.

It is interesting to note that the types of responses made in answer to: "What do you like most about the CVA?" (Table 2) and "What don't you like about the CVA?" (Table 3) resemble the pattern of response obtained from a study of 150 dropouts as reported in The Dropout, Causes and Cures by Lucius F. Cervantes, University of Michigan Press, Ann Arbor, 1966. Cervantes found that there was a polarization in depth between the comments of 150 dropouts and 150 high school graduates in response to: "What did you like in patticular about going to school?" and "Was there anything in particular that you disliked about going to school?" The portion of his discussion germane to the point being made follows:

> The dropouts typically (70%) found fault with anything that had to do with the curriculum, the staff, and the school activities.... The dropouts (60%) liked either nothing about school, or something that was extracurricular....

An analysis of the data presented in Table 14 suggests not only a higher degree of maturity on the part of the 1968 group but also a greater degree of self awareness. The wording

of the question: "What happened to you in the CVA that was nice?" would appear to be inviting remarks about one's self and not objective comments about the CVA that duplicate the responses to: "What do you like most about the CVA?" and "What should students get out of the CVA program?" As shown in Table 14, the 1967 group said "improved social life" 6 times, and didn't mention "Have a better feeling about self." The 1968 group on the other hand gave 19 answers relating to improved social life and 16 relating to "Have a better feeling about myself." That 5 of the 1968 group complained about being labeled a dropout further indicates preoccupation with self identity. (Table 13)

There is one further observation which might shed some light on the student's perception of the CVA. It is noted that the word "counselor" did not appear in the student responses to any of the five questions represented in the tables cited earlier. This year in response to the questions: "What don't you like about the CVA?" "What do you like most about the CVA?" and "How can we make the CVA program better?" the students responded with "counselors" 11, 17 and 1 times respectively. In response to: "What happened to you in the CVA that was nice?" one student replied "met nice counselors" and another commented, "my teacher and my counselor." Could this change be construed as a better student perception of the role of teacher and counselor as they function in the CVA program? Could it also be said that since these students had very little contact with their counselors in their previous

school situations, they were not sensitive to the significance of the counselor and that gradually with the students at CVA the counselor is gaining in status? That the counselors are doing things for the students and that the students are aware of and appreciate this, is confirmed by the data presented in Table 6 as well as by the results obtained from the use of the rating scale shown in Table A. A still further conjecture could be that since the vocational instructors, academic teachers and counselor instructors are in such close proximity, the student, in the light of his background, labels them all teachers.

All factors considered it would seem that a valid conclusion to this discussion of counselor related responses is that the change is indicative of a better perception of the counselor's role in the CVA Program.

It was demonstrated that in 1968 there were proportionately less responses about the peripheral aspects of the program than in 1967. Of greater significance is the fact that in the 1968 responses there appear for the first time discerning comments directed toward an essential objective of the program: namely, behavioral changes effected through guidance and counseling. Using as a criterion the degree of relatedness of student responses to the stated aims and purpose of the CVA, it seems that the results of the present analysis lend support to the notion that the students surveyed in 1968 have a better perception of the CVA program than those surveyed in 1967.

Back to the original question. The students in 1968 perceive CVA in a somewhat more sophisticated way than in 1967, but still favorably.

HOW STUDENTS AT THE CENTER FOR VOCATIONAL ARTS SEE THEMSELVES

Dr. Hugh Banks

Adrienne Beaulieu

Dr. John Linhardt

Dr. William Wilkins

Research Report Number Two

New York University, 1968

INTRODUCTION

This paper discusses how students at the Center for Vocational Arts view themselves. Its main source of information was the responses of 131 students who were currently enrolled in 1968. These data are tabulated in Table A.

In addition to these data, the research group interviewed each person receiving either a diploma or a vocational certificate. In addition, as in 1967, all students in CVA filled out other questionnaires about the school, the teachers, the shops, the counselors and the administration. This article discusses these data, as well as the basic data from the Bank's rating scale.* Some comparisons were also made with the graduates of 1967, who used the same instruments. The data from the Bank's rating scale for the graduates of 1967 is tabulated in Table B.

The numerical tables referred to in this report may be found in the New York University research report Number One (1968) by Beaulieu, Linhardt and Wilkins.

*The rating scale was designed by Professor Hugh Banks. The interviews were conducted by the senior research staff: Dr. Hugh Banks, Adrienne Beaulieu, Dr. John Linhardt, Bernard Talle and Dr. William Wilkins.

CVA students come from homes which are, for the most part, economically, culturally and educationally deprived.* The poor home situation contributed to poor performance in school. The poor home situation aggravated a poor self-concept. The almost universally poor school experience and lack of achievement can and does contribute to a poor self-concept.

The CVA program was planned to help school alienated youth prepare for productive lives in society. The program attempted to provide the students with experiences that would contribute to a positive self-concept and help to satisfy many of the basic psychological needs of adolescents.

The Bank's rating scale presented in Tables A and B was designed to measure the impact of the CVA program upon the students. The scale was constructed to provide data in the areas of the student's self concept, the student's attitude toward his counselors, as well as his perception of the counselor's attitude toward him, and the student's attitude toward school and work. By design, a summary view of the student responses gives some indication of the student's attitude toward the CVA program.

The subjects used in this study are 131 currently enrolled students and 50 alumni.

*See "Fifty Boys and Fifty Girls", by Alice Jo Siegel, Bernard Talle and William Wilkins. Report II A, Interim Report, 1967, Norwalk, Connecticut.

While it is agreed that the questions are interrelated and some might be assigned arbitrarily to one area rather than another, the following seems acceptable and the discussion of the results will be presented in that order. Items 1 through 8, and item 10 indicate the student's concept of himself. Items 11 through 15, and items 15, 17, 21 and 22 reveal the student's concept of the counselor and his perception of the counselor's attitude toward him. Items 9, 18 and 19 in some way measure the student's attitude toward school and work. Items 16 and 20 perhaps suggest some sense of responsibility on the part of the student for his own development as well as his evaluation of the counselor's role. Finally the composite responses give some indication of the student's attitude and his evaluation of the CVA program.

Student's Concept of Self

The first eight questions in the Bank's rating scale examined the self-concept of the CVA students. Knowing that school alienated youth may exhibit feelings of negative self esteem, it is interesting to note:

- that more than 50% of the CVA students said that they felt like a somebody as a result of attending CVA (Item #1)
- that 75% said they felt they are happier persons as a result of attending CVA (Item #3)
- that over 75% felt that they had gained confidence in their abilities, and with themselves in general because they came to CVA (Item #10)

Table A

ATTITUDE RESPONSES OF CVA STUDENTS OF 1968 (given in per cent) N=131

	Completely false	Mostly false	Partly false & Partly true	Mostly true	Comp. true
1. Mainly, as a result of attending CVA, I feel more like a somebody.	12	5	33	24	26
2. I think I understand more about myself and my personal problems as a result of attending CVA.	15	13	26	31	15
3. In general, I think I am a more happy person as a result of attending CVA.	4	6	21	30	39
4. I am better able to control my feelings now than I did before attending CVA.	13	15	26	30	16
5. I think I have more fun mixing with people than I did before attending CVA.	12	6	17	31	34
6. I can stick to whatever I'm doing better nowadays than I could before attending CVA.*	5	7	28	32	28
7. By and large, I am less selfish about things than I was before attending CVA.	17	7	43	25	8

*one student gave two answers, so none recorded

		Completely false	Mostly false	Partly false & Partly true	Mostly true	Comp. true
8.	I seem to be solving whatever problems I have with less trouble as a result of attending CVA.	9	8	34	28	21
9.	I am more interested now in getting a better education as a result of attending CVA.*	3	2	12	22	61
10.	I have more confidence in my abilities as in myself in general, as a result of attending CVA.	2	5	21	41	31
11.	My counselor at CVA was more interested in me than other counselors I've known before I came to CVA.	14	5	17	17	47
12.	My counselors at CVA gave me more time and personal attention than other counselors I've known before I came to CVA.	9	8	8	25	50
13.	My counselor at CVA seemed to have understood me and what I had to say more than other counselors I've known before I came to CVA.	5	9	17	29	40

*one student gave no answer

	Completely false	Mostly false	Partly false & Partly true	Mostly true	Comp. false
14. Most of the counselors at CVA seemed to know what they were doing better than most of the counselors I knew before I came to CVA.	7	1	26	39	27
15. Counselors at CVA were more encouraging and helpful to me than the other counselors I've known before coming to CVA.	1	5	14	30	50
16. I think if I had more time with my counselor at CVA, I would have been better off today.	16	16	32	18	18
17. Counselors at CVA work harder with their students than the counselors I have known before coming to CVA.	2	3	18	24	53
18. Because of CVA, I know better what kind of work I wish to do as a career.	8	2	13	30	47
19. I think I have better attitudes about work and study than I had before I came to CVA.	4	7	23	34	32

		Completely false	Mostly false	Partly false & Partly true	Mostly true	Comp. true
20.	I would have made more progress in my studies if I had had more time with my counselors and teachers at CVA.	14	17	35	19	15
21.	If I had any vocational problems, I would prefer to discuss them with my counselor at CVA.	11	8	19	28	34
22.	If I had any personal problems, I would prefer to discuss them with my counselor at CVA.	34	11	23	12	20

Thus a significant number of students from the Center for Vocational Arts (CVA) were able to fulfill that primary need for achievement while at CVA. This was further demonstrated by their comments in the free response survey as tabulated in Table 4, in which 16 students stated that they felt more confident, less shy and more like a person as a result of the CVA program.

School alienated youth frequently experience feelings of anxiety about people and the ability to socially interact with others. The Bank's study points out:

-that 66% of the CVA students felt they had more fun mixing with people than before attending CVA (Item #5)

-that 33% felt that they were less selfish about things than before attending CVA (Item # 7)

Adolescents feel a need to have peer approval. They need to realize that they are people of value or that their deeds are satisfactory ones. Again Table 4 shows that 19 students felt that one of the nice things that happened to them at CVA was an improved social life.

School alienated youth need to gain insights into themselves, their feelings and their personal problems. Again the Bank's study demonstrates:

-that 50% think they understand more about themselves and their personal problems as a result of attending CVA (Item #2)

-that almost 50% felt that they were able to better control their feelings now than before attending CVA (Item #4)

-that they seemed to be able to solve whatever problems they experienced with less trouble as a result of attending CVA (Item #8)

Also, in the free response as recorded in Table 11, CVA youth felt that one of the main accomplishments for them was an understanding of themselves. With a fuller understanding of self comes a better appreciation of the potentialities of self and a more positive self-image.

One of the basic problems of school alienated youth is their inability to persevere in tasks begun. The response to question #6 in the Bank's study indicates that more than 50% of the students felt that they can now stick to whatever they are doing better than before coming to CVA.

A comparison of Tables A and B shows that the alumni have consistently given a larger quantity of positive responses to the items relating to self-concept.

The training at CVA has helped its students to the realization of a more positive self image. They perceive themselves as happier students who feel that they have more self-control, more self-confidence and, more ability at persevering in assigned tasks.*

*This was noted also in the case studies reported in 1967, see Siegel, Talle and Wilkins, op. cit. and The Arrangement of Alienated Students Into Diagnostic Formulations and Its Relevancy to Counseling in a center for Vocational Arts by Bernard Talle and William Wilkins, and the case study reports for 1968.

Table B

ATTITUDE RESPONSES OF CVA GRADUATES OF JUNE 1967 (given in per cent N=50)

	Comp. false	Mostly false	Part. false & Part. true	Mostly true	Comp. true	No Answer
1. Mainly, as a result of attending CVA, I feel more like a somebody.	2	0	22	38	36	2
2. I think I understand more about myself and my personal problems as a result of attending CVA.	0	6	18	32	44	0
3. In general, I think I am a more happy person as a result of attending CVA.	2	6	14	28	46	4
4. I am better able to control my feelings now than I did before attending CVA.	6	8	14	28	40	4
5. I think I have more fun mixing with people than I did before attending CVA.	6	6	24	24	38	2
6. I can stick to whatever I'm doing better nowadays than I could before attending CVA.	4	2	20	34	38	2
7. By and large, I am less selfish about things than I was before attending CVA.	10	10	24	24	26	6

		Comp. false	Mostly false	Part. false & Part. true	Mostly true	Comp. true	No Answer
8.	I seem to be solving whatever problems I have with less trouble as a result of attending CVA.	4	4	14	38	40	0
9.	I am more interested now in getting a better education as a result of attending CVA.	4	0	10	18	68	0
10.	I have more confidence in my abilities and in myself in general, as a result of attending CVA.	2	4	12	30	52	0
11.	My counselor at CVA was more interested in me than other counselors I've known before I came to CVA.	6	2	6	14	72	0
12.	My counselors at CVA gave me more time and personal attention than other counselors I've known before I cameto CVA.	4	0	10	16	70	0
13.	My counselor at CVA seemed to have understood me and what I had to say more than other counselors I've known before I cameto CVA.	4	2	4	18	72	0

	Comp. false	Mostly false	Part. false & Part. true	Mostly true	Comp. true	No Answer
14. Most of the counselors at CVA seemed to know what they were doing better than most of the counselors I knew before I came to CVA.	2	2	16	32	48	0
15. Counselors at CVA were more encouraging and helpful to me than the other counselors I've known before coming to CVA.	2	0	10	28	60	0
16. I think if I had more time with my counselor at CVA, I would have been better off today.	10	4	12	32	38	4
17. Counselors at CVA work harder with their students than the counselors I have known before coming to CVA.	4	2	8	20	60	6
18. Because of CVA, I know better what kind of work I wish to do as a career.	2	2	14	22	58	1
19. I think I have better attitudes about work and study than I had before I came to CVA.	6	2	4	38	50	0

		Comp. false	Mostly false	Part. false & Part. true	Mostly true	Comp. true	No Answer
20.	I would have made more progress in my studies if I had more time with my counselors and teachers at CVA.	6	4	24	38	24	4
21.	If I had any vocational problems, I would prefer to discuss them with my counselor at CVA.	6	4	12	20	58	0
22.	If I had any personal problems, I would prefer to discuss them with my counselor at CVA.	10	6	18	16	50	0

Student's Attitude Toward Counselors

From the distribution of responses to Items 11 through 15 and item 17, there doesn't seem to be any question but that the students hold their counselors in high esteem and feel that they are being of considerable service to them. That the questions were so worded that the students were asked to compare the CVA counselors with those they have known before should be kept in mind. Sixty-three per cent of the students find their counselors more interested (Item #11); 74% feel that their counselors give them more time and attention (Item #12); 69% indicated that their counselors understand them better (Item #13); 79% rated their counselors more encouraging and helpful (Item #15); 56% judge that the counselors know what they are doing (Item #14); and 78% observe that their counselors work harder (Item #17).

When the students were asked to tell some of the things that the counselors did for them (Table 6), the CVA students responded that they had received help in finding jobs, assistance with school and shop work, and met people who believed in them, were interested and friendly with them, but above all, were available. One student commented that his guidance counselor "stuck by me, all the way." At last CVA students have found people who were interested in them as individuals, people with whom they could communicate, people they did not have to wait to see, people who were

willing and eager to help them.

Again the alumni's responses to these items were consistently higher in the mostly true and completely true ratings. This is in accord with the comments made about their counselors during the interviews.

An analysis of items 21 and 22 seems to suggest that the currently enrolled students differentiate between the duties or functions of the counselor. Sixty-three per cent indicate that they would prefer to discuss their vocational problems with their counselor, 19% select the partly true and partly false response, while an identical 19% select the false responses. Responding to the item on personal problems, 32% indicate they would prefer to discuss their personal problems with their counselor, 23% give the ambivalent response and 45% select the false responses.

From Table 6, it appears that the students attribute a vocational role to the counselor more often than a personal one.* Since the students indicated that the counselors are available, interested and friendly, and help in the direction of their self improvement, just what meaning the student attaches to personal in the context of Item 22 is questionable. Furthermore, the responses to Item 12 and 13 of the rating scale seem to contradict those of Item 22.

The alumni, on the other hand, do not seem to

*See New York University Research Report Number One, 1968.

differentiate between the types of problems they would take to their counselors. One could interpret this to mean that now they are out of school they have no one else with whom to discuss their problems or possibly they are less inhibited, since they are no longer in the student-counselor relationship. Their responses to Item 22 are more consistent with their responses for Items 12 and 13.

Attitudes Toward School and Work

An inspection of the responses to Items 9, 18 and 19 seems to suggest that the students have better attitudes toward work and education as well as clearer career goals. All of the CVA students were either pupils who had dropped out of school or pupils identified by school administrators and guidance counselors as potential drop-outs. This school alienated group were enrolled at the Center for Vocational Arts.

Eighty-three per cent indicate on the Bank's rating scale (Item #9) that they are more interested in getting a better education; 76% attribute better defined career goals to the CVA (Item #18), and 66% feel that they have better attitudes about work and study as a result of attending the CVA (Item #19).

The positive attitudes toward school and the value of getting an education and a diploma was noted in many of the additional comments made at the bottom of the Bank's scale. Similar comments were also noted during the

interviews. A statement by one student summarizes many others... "I am pleased with this school and I'm glad I attended. I learned alot and my teachers and counselors tried to help me more than in any other school."* These ratings tend to be supported by Tables 1 and 2, in the first research report (1968).

That a large number of students have registered an increased interest in getting a better education seems to be in keeping with what others have found in similar projects. For school alienated youth, "Increased interest in getting a better education," appears more often to suggest an attitude of mind rather than an intention of pursuing further formal education. The training courses provided by industry and the service occupations as well as apprenticeships are often what they have in mind when discussing educational plans.

From interviewing the June 1968 graduates, it was found that 23 are thinking about further schooling. Three have been accepted by colleges or technical school and their plans have been finalized. While it isn't likely that many of the remaining twenty will follow through with these educational aspirations the expression of them would seem to indicate a positive attitude toward education.

Analysis of the responses of the alumni tends to support this interpretation. These students have been out

*Such statements are discussed much more fully in our discussion of the interviews with graduates and recipients of vocational certificates.

of school for a time, are responding within the frame of reference of their world of work, and it is not expected that their need to give a "socially acceptable response" on this item would be as great. From Table B we note that 86% of the alumni indicated that as a result of CVA they are interested in getting a better education (Item #9). From the interviews, it was found that 13 have actually received some sort of education after leaving CVA.

It would seem that the student's attitudes toward their teachers, counselors and the CVA program is reflected in their attitudes toward study and work. The students for the most part have repeatedly stated that they appreciate the pace of the programming of the studies at CVA, the relaxed atmosphere, the absence of pushing on the part of the teachers and their acceptance by the teachers and the counselors. Does the fact that only 18 of the 131 students represented in this study have changed training areas since coming to CVA, demonstrate that the student finally has an environment in which he can experience success?

Although no one would suggest that these alumni and the 1968 graduates have it made or that they will not experience a good deal of job mobility, their job record is impressive (see Table C). Of the 46 graduates, seven reported that for one reason or another they were unemployed; 4 boys and 3 girls. Of the latter, one is too young to work in a hospital (her area of training), one has

Table C

JOB RECORD OF THE CVA STUDENTS -- 1967 and 1968

a. Job Record of the Class 1968

	Auto	Food	Health	Landscaping	Maintenance and Repair	Manufacturing	Office	Retail	Total
Related to CVA training	5	1	1	2	0	2	11	7	29
Unrelated to CVA training	0	1	4	1	0	1	1	1	9
Unemployed	0	0	4	1	1	1	0	0	7
Military Service	0	0	0	0	0	0	0	0	0
School	0	0	1	0	0	0	0	0	1
Total	5	2	10	4	1	4	12	8	46

b. Job Record of the Class 1967

	Auto	Food	Health	Landscaping	Maintenance and Repair	Manufacturing	Office	Retail	Total
Related to CVA training	6	1	0	0	3	0	6	7	23
Unrelated to CVA training	4	3	3	1	2	0	2	1	16
Unemployed	0	1	4	1	0	0	2	2	10
Military Service	0	1	0	0	0	1	1	2	5
School	0	0	0	0	0	0	1	2	3
Total	10	6	7	2	5	1	12	14	57

a child to care for and one has a record of poor job performance. Eleven are working at jobs unrelated to their CVA training area while the remaining 28 have related jobs. Of the 57 alumni, five are in military service, 2 boys are temporarily out of work because of health and nine girls are not working. Two of the latter are in school, one does housework, one is married and has a child, two others have children to care for, one is being tutored in high school subjects and two others gave no reason for their unemployment. Of those working 16 have jobs unrelated to their CVA training area.

Concept of CVA

Although the rating scale does not contain an item requesting that the students compare CVA with other schools attended or give a definite opinion of the program in general, it seems that their attitudes are indicated by their responses to the items relating to specific areas. That their positive attitudes to self, counselors, school and work are attributed to their attendance at CVA, is a good indication of their satisfaction with the program. This is supported not only by the responses shown in Table 16 wherein 84% of the current students indicate they are pleased with the program, 15% uncertain and 1% disappointed, but more especially by the expressions of their feeling about CVA and their advice to the students.

In Table 3, which lists what CVA students don't like about CVA, the biggest entry is "nothing". They are pleased with CVA, its program and its techniques for getting youngsters to become self-actualizing adults.

As a result of interviewing CVA graduates, it became apparent that the CVA students were recognized by counselors and teachers and their need to be noticed was recognized and responded to. Hence many of their negative attitudes toward school and learning were dissipated and the value and need of an education began to develop.

The group had learned to achieve. This they did in the CVA shops and classrooms and in their counseling sessions. They had to feel part of a group and this they did at CVA in small classes and with individualized attention. They had to be identified by someone as a unique individual, and this was done by the counselors and staff at CVA.

The very optimistic and interested view that CVA students express about academics is the more amazing since school failure is the only reality they knew before coming to CVA. For many at CVA, it was their first scholastic achievement; they accomplished individual feats in the classroom. In recognition of this, they received diplomas or vocational certificates. The need for achievement must be satisfied frequently, if any individual is to be well adjusted. CVA is attempting to develop well-adjusted adults.

Summary and Conclusions

The analysis of the obtained data lends support to the notion that the CVA program has made a considerable impact on a good proportion of the students who attended. Their concept of self has been improved considerably, they have a greater sense of self-direction, they have a positive attitude toward their teachers and counselors, and they exhibit and have expressed more positive attitudes toward education, work and life goals. The responses on the Bank's rating scale appear to be supported by student evaluations during interviews and on a parallel questionnaire as well as through their record of job performance.

One wonders how this was done. Perhaps we might conjecture that it was due to:

1. Intensive work with each student. Time and personnel were available to make good case studies on each student during the first two years. This real knowledge of the students had great impact on all features of the program.
2. A small counselor-pupil ratio causing a closer relationship and immediate availability.
3. A small teacher-pupil ratio resulting in greater understanding of student difficulties, and time and personnel to help solve them.

4. A deeper relationship with other students resulting from a limited enrollment.
5. A more relevant and exciting program of studies.
6. An opportunity to work in the community.
7. A forward looking administration willing to experiment.
8. An interested vocational advisory council.

The extent and degree to which each of the elements of the CVA program helps the student in his search for identity is a determinant of its importance for the program.

PEOPLE DO CHANGE: CASE STUDY

REPORTS ON THE STUDENTS 1967-1968

THE CENTER FOR VOCATIONAL ARTS

Norwalk, Connecticut

Bernard Talle

William Wilkins

With the cooperation and assistance of Joseph Russo, Beatrice Waldman, Richard Follman, Michael Barber, Constance Porter, Edward Nawrocki, Mrs. Joan Krauthamer, Mark Rossman, the teachers, and the principal

Research Report Number Three

New York University, 1968

Other papers in this series of research reports for 1968 report the various ways in which CVA has been successful. The intensive and extensive case studies described herein contributed, we feel, to a deep understanding of the students. Counselors, teachers, and shop instructors knew these boys and girls and were able to work more confidently and expertly with them because they knew them.

Further, these students felt people knew and understood them (tried very hard to understand, at least) and we feel that this was a very real psychological plus in their progress. The interviews brought out, time and again, how much these students were aware of and appreciated that others understood them and cared about them.

In creating the Center for Vocational Arts in Norwalk, two of the central emphases were on the continuing study of the students, and more adequate counseling than were found in ordinary schools. Time was built into the program for counselors to do extensive and intensive case studies. Case loads were much lighter than in a traditional setting and an added month for writing up of cases (in July) was available. Through these unique features one hundred case studies were developed in the first year and followed up in 1968.*

*See reports (1967) by Siegel, Talle and Wilkins and by Talle and Wilkins (Interim Report, Norwalk, 1967)

Although only thirty-two case studies in depth were made in 1968, extensive new data were gathered through questionnaires and interviews with each of the 1968 diploma and vocational certificate recipients.

This report continues the case studies of 1967 into 1968 but focuses for the most part on eighteen cases the counselors thought best exemplified how the purposes of CVA were carried out through the lives of "successful" students.

After our general discussion of the CVA population as seen through the two-year case study reports, attention is directed to the condensed stories of six boys and girls.

A SECOND LOOK AT 1967

In 1967, one hundred case studies (better than half the total enrollment) were analyzed in depth. These specific areas were stressed: family life; academic background; physical development; social development; intellectual development; character development; emotional health; personal interests; recommendations for improvement.

The investigation revealed several common denominators, several patterns of development. It is well known that the poverty syndrome grinds human beings in a ruthless mill; that generally it renders them helpless and without hope. Since this is already established it will not be stressed here, although it must be pointed out that poverty and all of its handicaps is a contributing cause in many of the case studies.

The most obvious "common denominator" was family life. Quite simply, where there was "good" family life, according to the criteria used, the students performed better at CVA, regardless of past histories of defeat. Where the homes were "fair and/or unfavorable" the results at CVA were not as good. And where the homes were "poor and/or very poor" the results, in comparison with the two above groups were less satisfactory. However, it is important that the reader does not misinterpret the above. The students considered as a totality grew more at CVA,

performed better, and were more satisfied with themselves than they had ever been before, and this seems to increase the longer they stay at CVA.

Case Studies - 50 girls

Nine of the fifty girls studied came from good homes, reasonably intact, stable, with a sense of family cohesion, and at least one member worthy of emulation. Of these nine, seven were school-alienated for academic reasons and for truancy. They adjusted better at CVA, attendance improved, and all were reported to have profited from the CVA experience. None of them, on the basis of reaction questionnaires and personal interviews, had a negative attitude toward CVA. Most said they could have studied more, and regretted that they didn't. The group was reported to be trustworthy, with a self-concept that was realistic and wholesome. Several assumed leadership roles at CVA.

Forty-one of the fifty girls came from poor homes; twenty-nine from very poor homes; divorces, difficult parents, tension, illness, lack of inspiration or emulation. In this group, truancy problems were the rule rather than the exception; there was trouble with the police; money problems; pressure problems; serious behavioral problems; much dissatisfaction and unhappiness. Sixteen were held back in junior high school, and the I.Q. pattern for the fifty girls shows the lowest range in this particular

group.

At CVA, as of 1967, eight were progressing well. Twenty of the twenty-nine were reported to be in need of further help, but most had responded in a positive way. As a group, they had made progress, particularly in the performance areas. The prediction was that most would earn at least a vocational certificate, and about half would go on to the diploma. Graduation 1968 verified the prediction: All except six of the twenty-one graduated this year or last year.

We have used these figures: nine came from good homes; forty-one from poor or very poor homes; twenty-one of the latter group came from very poor homes. We now consider twelve who fit into the group of forty-one. Their homes are unfavorable, in that many of the characteristics of poor homes obtain, but with some compensating factor, such as family cohesion, positive values, self-respect. School alienation among this group seemed to be primarily academic, with related behavioral problems. Nine of these twelve were reported stable, with good work habits, and all but two responded positively to counseling at CVA.

In general, counseling is reported to have had a positive effect upon 45 of the 50 girls whose cases were studied. There is increased motivation, greatly improved attendance, better social adjustment, a renewed sense of

worth. This is substantiated through observation and their own personal reports in interviews.

Case Studies - 50 boys

Twenty-two of the 50 boys' cases reveal a good home, using the same criteria that were used for the girls. It is significant that in most cases the father was working. While all of these boys had disappointing academic careers, indicated by poor attendance, severe disciplinary problems, some few police records, fifteen of them scored average on the Otis I.Q. Only four reached high school without repeating at least one year. Fourteen who continued to high school failed either in junior high or senior high. Unquestionably, these boys were well identified "losers" in the traditional school.

Their adjustment at CVA has been remarkable. Eight graduated in 1967, and as of June 1967, the other fourteen intended to return to CVA. Eleven did return, and 8 were graduated in June '68.

As of June 1967, several were self-supporting, and were helped by CVA to find jobs. They attended school while working. Fourteen of the twenty-two responded well to counseling, and the rest reacted favorably - something they had never done before. While some were restless, or struggling to channel their emancipatory drives, or

reluctant to do some of the required work (particularly academic) there is no denying the overall progress.

Twenty-eight of the boys came from homes that were classified as unfavorable, poor, or very poor. Fifteen were classified in the last named category. There is the common pattern: broken homes, tension, hostility, inadequate parents, physical illness, no one to emulate, or in some cases even respect, abandonment, court records.

The hardest time for most of these fifteen came in junior high school, and all except one had problems in elementary school. Of the nine who continued to high school, all were failing or had left by the eleventh grade. Yet nine had average intelligence, six below average. The counselors felt that, once they were enrolled at CVA and they had a chance to talk with them, at least seven needed psychological aid. However, only one received it because of inability to pay something, or refusal to accept it, or parents opposed it.

And yet, many of these seriously maladjusted students performed well in the relaxed setting of CVA. Six of the fifteen progressed vocationally; five needed more motivation, but still progressed fairly well, in the opinion of the counselors. In June of '67, six of the fifteen had dropped out of CVA, four graduated, and all except one intended to return. Four of the returning

five graduated in June, '68.

The counselors felt that in spite of the poor familial setting, ten of the fifteen responded well and the personal interviews taken in May of '68 certainly substantiate this. You will find these responses on many of the reaction questionnaires distributed by the NYU team: "Nobody is on my back". "They have time." "They care." "They got me a job." "They encouraged me." "She understands me." And such convincing statements are not restricted to counselors alone. In many cases the teacher is deeply involved in rebuilding a defeated teenager. Just as a counselor makes <u>the</u> difference to some, so too the teacher makes <u>the</u> difference to others.

We have discussed twenty-two boys from good homes; fifteen from very poor homes. The thirteen from unfavorable homes had one of these values going for them: family cohesion, someone in the family to emulate, a sense of pride or self-respect, ability to achieve, strong personal motivation, or some equally significant support. While the environment was not good, neither was it all bad.

The academic pattern of these thirteen shows nine failing at least one year before or in junior high. The remaining four had C/D averages. Yet only five had I.Q.'s that were below average. The counselors felt

that the most common aspect of this group was weak motivation.

Four of these graduated in '67, all except two returned this year, and of these, six graduated.

In the opinion of the counselors and teachers, forty of the fifty boys responded positively to counseling, and more than twenty of the forty responded very well. In terms of 1968 figures, there was a continuing pattern of favorable response, as witnessed by the number of those who returned and graduated.

CASE STUDIES - 1968

The brief case studies which follow have been chosen because they represent a cross-section of people attending CVA and a variety of responses to their needs. The "briefs" are taken from case studies done by counselors.

Admittedly, there can be understandable bias on the part of the counselor working so closely with a student, wanting very much for that student to succeed. It is very human to maximize the triumphs of one who has enjoyed so few; to minimize the defeats of one who has known so many. Ginny's story, a case study covering two years, made by two different counselors, and supplemented by a personal interview by one of the NYU consultants one week before graduation, follows.

The Case of Ginny

In 1967 Ginny was married to an 18 year old boy ... they have one son ... husband a high school drop-out ... counselee comes from a broken home, and she has been in and out of boarding schools ... relationship with mother antagonistic ... does not have much respect for husband's lack of ambition, and his casual attitude toward responsibilities...counselee pretty much on her own ... takes wonderful care of the baby ... has a lot of strength, and will receive the vocational certificate and plans to return next year for the diploma...

1968 - Counselee mainly on her own ... continues to think that her husband has problems, and is thinking of divorce because she does not want to be worrying about the next meal ... is determined to earn the diploma, and has struggled to care for the baby and achieve this , too ... she does not have too many clothes, manages well with what she has ... presently separated from husband, but on occasion they see each other ... counselee is articulate and intelligent, relates well, is a worrier, is sometimes moody ... counselee has had to assume many responsibilities early in life ... This has given her strength ... despite several interruptions in her educational career, she has succeeded in achieving her objectives, is proud of her diploma. At this writing, she has decided to pursue a two-year course in Executive Secretarial career, and she has convinced her husband to return for Adult Education classes to prepare for State Equivalency Diploma.

<u>From the counselee's personal interview</u>

"I hope to continue my education ... I came back for my diploma ... CVA is great ... weak on college prep ... It gave me a chance to go back to school after I had to drop out ... I'm satisfied with what I did ... They took more personal interest in me ... helped me find a job ... gave me moral support when I really needed it ..."

This girl was also singled out by both counselor and teachers as having done an outstanding job in re-building herself.

The Case of Bill

It is consistent with CVA's mandate and its structure to be particularly sensitive to the student who has racially-rooted difficulties, and to the student who needs to maintain contact with CVA after he graduates. The two cases which follow are intended to illustrate how these two responsibilities are met.

Bill came to CVA at 17 with such a clouded academic background that there was no available record from any educational system. A southern born Negro, he came to CVA almost completely uneducated, with a reading level totally inadequate for job getting and holding (the Gates Reading Survey scores him 2.7 Speed, 2.5 Vocabulary, 2.4 Comprehension), with a "self-concept so low that he has lost all his drive and has learned to be defensive when asked a question" (this in 1965), and seething with hostility because of the racial injustice he has endured. He was almost completely inarticulate.

As of April 1966 after seven months, he had made little progress; he was fired from two jobs because, according to his employers, his work was sub-standard and his attitude was "intolerable." The student insisted

that he was fired because of discrimination on the part of employers, not his work. His teacher felt that his academic deficiencies were so crippling that he just could not perform adequately. The progress in 1966 was not encouraging. His counselor at the end of the year could only say, "Let's keep trying." Contrast these 18 years of failure, and the first year's slow rate of recovery, with this latest report (June, 1968):

1967-1968 - "He pays his own way for everything - his attempts to do academic work have increased, and he is succeeding more - He is more comfortable at CVA, is easier to talk to - Some days he would come to school 'wild' over some real or supposed racial issue - Late this year he seemed to change a little, after viewing a TV series devoted to racial problems. For the first time he discussed freely his candid views of being a Negro - He has made excellent progress vocationally, and his new attitudes and willingness to learn has helped him to acquire the skills on the level that nearly equals a production line machine operator - His attitude toward himself and classmates has changed considerably - He has developed increasing trust and confidence in both counselor and instructor - His original, deeply rooted hostility because of personally experienced racial injustice is still there but he is fighting this - In his choice of jobs, he will only consider those that offer apprenticeship

training - He graduated with a vocational certificate in February, 1968 and we are urging him to continue his academic education. He is receptive to this suggestion ....."

The Case of Joe

This student entered CVA March 30, 1966, with the following syndrome of problems: (1) An unhappy and inadequate home; (2) A reluctance to talk about his difficulties because there was no one he seemed to trust; (3) A failure pattern academically; (4) An I.Q. of 74, according to the Otis test; (5) A tendency to stutter under pressure, a general inarticulateness, (6) A great fear of failure, having experienced it so often; (7) A tremendous lack of self-esteem.

His development at CVA has been good, and more important, his counselor and his instructor point out that CVA has a continuing responsibility to this student after graduation. They are aware that he will need a measure of support and security for awhile if he is to continue to grow.

His Growth Pattern - "He has progressed slowly but steadily - He has logged 423 hours in the shop out of a possible 516 hours - He has taken over as father in the home, and uses a lot of his own earnings to keep the home running - He has changed his goal from certificate to

diploma, which in the counselor's opinion, is a fantastic step forward - In spite of continued unfavorable pressures, he demonstrates admirable stability and self-control. At present, his vocational work qualifies him as a general machine operator. His stated goal is Machinist. It is mandatory that he get reinforcement and CVA should keep its encouraging relationship with him. In the past two years he has learned to stand in front of a group and talk, to work on academics over an extended period of time, to do quality work in Blue Print, and to hold the same job for over a year ....."

The Case of John

John entered CVA in 1967 at age 19... parent interview revealed that counselee wouldn't retire before 1:00 or 2:00 A.M. nor arise before 12:00 noon ... violent temper tantrums about use of the car ... expected mother and sisters to give him money ... dependent, immature, spoiled ... I.Q. 106 ... truancy, suspension ... repeated 11th grade 3 years ... At CVA his pattern was much the same at first ... From Feb. '67 until present June 1968, great improvement ... girl friend exerts strong motivating influence ... admits to group of boy friends who exert bad influence ... likes to sing and has joined a singing group ... has not performed well in jobs given him ... now has a job in record department, which he enjoys ... good potential, no final goals ... Attitude improving in school ... his worst problem, absenteeism and tardiness, is improving ... is sharing more of his feelings and experiences with his counselor.

1968 - Whole picture has improved at home since counselee is enjoying success in his employment ... last year said he would never go in army, would never leave home or girl friend, now realizes getting away from home may be good for him ... has made great strides in vocational area ... recently got an excellent job evaluation from his employer ... arrangements being made now for a raise in salary and to start on-the-job training program

for manager of the sporting goods department ... Has had no difficulty with the law for some time ... At times says he is mixed up on some things, but when he talks his sense of values takes on much more realistic and sensible hue ... Eighteen months ago it was difficult to get him out of bed and to school by 1:00 P.M. ... He graduated in June, '68, and has been singled out by both his counselor and his teacher as one who has done a remarkable job of rising from defeat.

<u>From the Counselee's personal interview</u>

"My job is interesting, there is opportunity for advancement... I had two choices after I was here awhile - work or get out. I needed that ... Getting some on-the-job training for management ... I like CVA ... never in trouble here ... It kept me out of jail, because I was always in trouble...never liked to work...here had to work or else...employer praised me..."

And in the words of the employer, "He is like a son to me."

The Case of Ron

Ron came to CVA with a cluster of norm-violating behavior patterns; excessive absenteeism (89 days in grade 9), failing marks, numerous suspensions, little interest in anything associated with school, some potentially serious encounters with the police.

From the Case Study - "He has made a fine adjustment over the past two years - tremendous strides in vocational work. At the end of 1967 he had completed 21 work sheets in the vocational shop. This year he completed 95. When he came his temperament was such that he could not tolerate any tedious work. His employer now has him machining auto parts, where a thousandths of an inch is critical - He has been with the same company two years, and has been offered full time employment and a raise - He received his vocational certificate in June 1968."

This student entered CVA in December 1965. During his three school years prior to this, he had missed 134 days of school. In his two and a half years here he has missed three days. In neither statistic was illness a significant factor.

He was close to the top of the class in his vocational area shortly before graduation (vocational certificate) in January 1968 and was regarded by his teacher and his counselor as "an honest, highly motivated, creative, highly responsible young man, whose influence

on other students was good."

In 1966 he was working at a local gas station. Before leaving this job to work in a garage, he gave his employer two weeks notice. His employer was quite impressed by this evidence of responsibility. At present, he is a mechanic apprentice in the garage mentioned, and has made such a good impression on his present employer that said employer has sent him to General Motors School for five different courses. In a few weeks he will begin still another course, this one on Automotive Air Conditioning.

Although his vocational success has been most encouraging, this young graduate has now made plans to enroll in Adult Education as soon as he can and complete all work needed for a high school diploma.

The Case of Mary

Mary is so typical that it is safe to say that every average class in every average school has many "Marys". She is a girl who comes from an average home, has interested and concerned parents, is capable, seems to be normal physically, intellectually, socially, emotionally, loves her parents and siblings, had a quiet and reasonably satisfying elementary school career, began to lose interest in school during grade nine as evidenced by low grades and serious absenteeism - and failed all except one subject, including Driver Education, in grade ten. She was also absent 72 days.

She came to CVA in September, 1966, was awarded a diploma June 1968, and is well on the way to a goal she has always had.

This young lady is going to be a beautician. As of June, she had completed 1000 hours of a 2200 hour course. She needed a diploma to continue her training, so she earned a diploma, which meant that academics required much more attention than she had given them prior to CVA and early in her CVA experience. She is not particularly interested in academics, but this was one of the hurdles that had to be crossed in order to reach her goal.

Rationale: She could not give 4 to 5 hours a day to the pursuit of her clearly determined goal while

attending a traditional school. There was no way to reinforce the motive academically while withholding the opportunity to experience the joy and satisfaction of success she has been experiencing in her chosen field. At CVA her aspirations were not only known, they were encouraged in a one-to-one relationship, and perhaps more important, the opportunity to take concrete steps toward a goal, the opportunity to experience reality-testing right in the vocational mainstream was an integral part of her education. She was also able to see a direct relationship between some phases of the Health Services and her personal goal.

Current, and traditional value systems may lament her partial rejection of academics when she is capable of adding to her personal enrichment, but in a different frame of reference, there is apparently little reason to assume that this young woman is not well on the way to a personally happy and productive life. Her counselor is confident that she will join the American mainstream and become one of the happy, albeit unrecognized, millions. She is doing what she wants to do, and is doing it well.

AN OVERVIEW

It seems to the authors of this report that these case studies (along with other data represented elsewhere) are evidence demonstrating that CVA is doing its job. They indicate that CVA is rebuilding academically and personally defeated students who were simply not making it in the traditional school. Perhaps they could. Our studies of some who were slated for CVA and didn't come seems to bear this out. But the fact is, those who did come were <u>not</u> succeeding, and now the alumni feel that they <u>have</u> succeeded, and an encouraging number do not want their education to terminate at this point.

Last year's study in depth (the case study section of the entire report) revealed two aspects of the program that were assumed at the very beginning.

1. An always available counselor, skilled in his profession, accepting in his attitude, concerned in his attempts to understand, and anxious to give whatever time was needed, would make a major difference in nearly every case. Tests, reaction questionnaires, and personal interviews from the graduates unquestionably support this assumption.

2. Most students <u>can</u> learn if the environment, a teacher cut from the same mold as the counselor, the curriculum, the "structure," is more in keeping with their

emancipatory drives, their teen-age "hang-ups," their acquired hostilities. This is not to say that CVA changes the environment to suit individual needs. It is flexible enough to take care of most of the students it intends to help. This is not to say that every student CVA tries to help is as a result adequately helped. This is not to say that all schools cast in the traditional mold are now under fire because they don't travel CVA's route. In most traditional schools, such a program is simply untenable.

At first glance it might seem tenable, practical, economically sensible, to add a wing to the traditional school and carry out a similar program of work-study. However, it is not that simple. Most of these students want no further part of a school or system which has, they feel, contributed to their defeat. Regardless of the reason, they have not succeeded in such an environment, and are hostile to it. For example, this year's graduating class elected as its valedictorian or spokesman, a young woman who dropped out of school to become a mother (there were several married graduates) and she stayed out for five years. She felt out of place, and was intensely aware of the school attitude toward married students. Her interview with an NYU consultant states: "CVA gave me a chance to accomplish my goals. I knew my goals when I dropped out, and then there was no way for me to get in

school again." She has been awarded a scholarship to Sacred Heart College.

Being understood, with a curriculum they can master, with a work-oriented training program leading toward a salable skill, with counselors and instructors, administrators and a community working with and for them, is it any wonder that the case studies show that CVA students are upward bound?